

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • H-4

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage 5 minutes

Read part 1 of the passage *Smaller and Smaller* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency 5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 60 words per minute with at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding 5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

Where are the animals running? (to the little barn on the other hill)

What seems to happen to Goat? (He looks like he's shrinking.)

Who goes to the barn next? (pig)

If time permits, repeat the steps above using part 2 of the passage, *Smaller and Smaller*.

Optional Activity 5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them face down on the table. Have the child draw a card and read the word. If the child reads the word correctly, he/she can move on the game board the number of spaces indicated on the card. If incorrect, he/she cannot move. Have the child place the card at the bottom of the stack. It is now your turn. Repeat the game as time permits.

Part 1

The farm animals were standing on a hill. 8

Goat said, "I will go to that little barn on the other hill." 21

The goat ran down the hill and across a field. 31

"Oh no, Goat is shrinking," said Cow. 38

The goat ran farther. 42

"Oh no, now Goat has disappeared," said Cow. 50

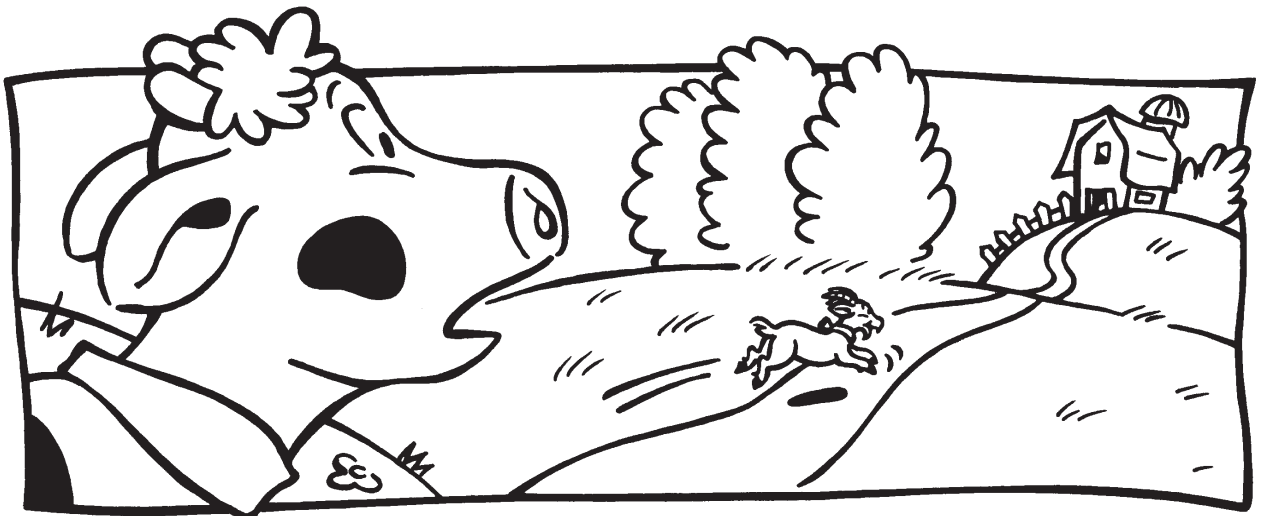
"I will run to the barn and find Goat," said Pig. 61

Pig ran to the barn. 66

"Oh no, Pig is shrinking, too," said Cow. 74

Pig ran farther and farther. 79

"Goodness me, now Pig has disappeared," said Cow. 87



Part 2

"I'd better go find Pig and Goat," said Cow. 9

"I hope that I don't get smaller, too." 17

Cow began to run toward the little barn. 25

She ran down the hill. 30

The barn began to get bigger. 36

Cow ran across the field. 41

The barn became bigger and bigger. 47

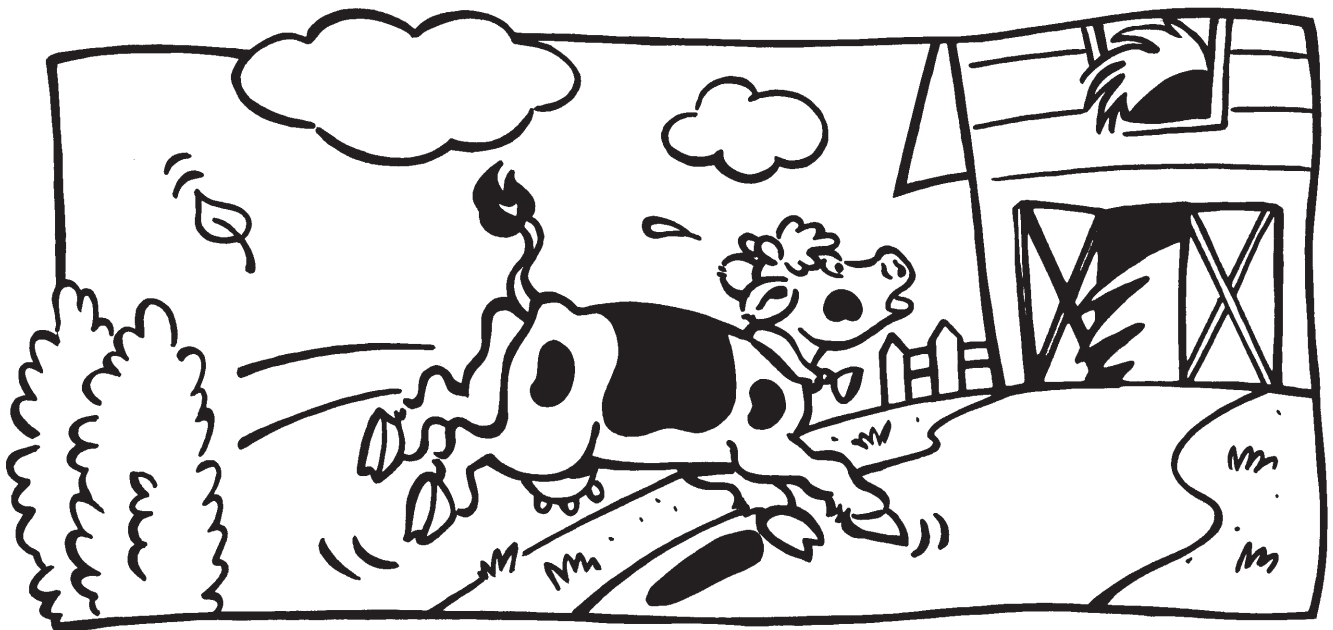
The cow reached the barn. 52

She could see it was a very big barn. 61

The barn had looked small because it was far away. 71

And she saw Pig and Goat. 77

They had not disappeared. 81

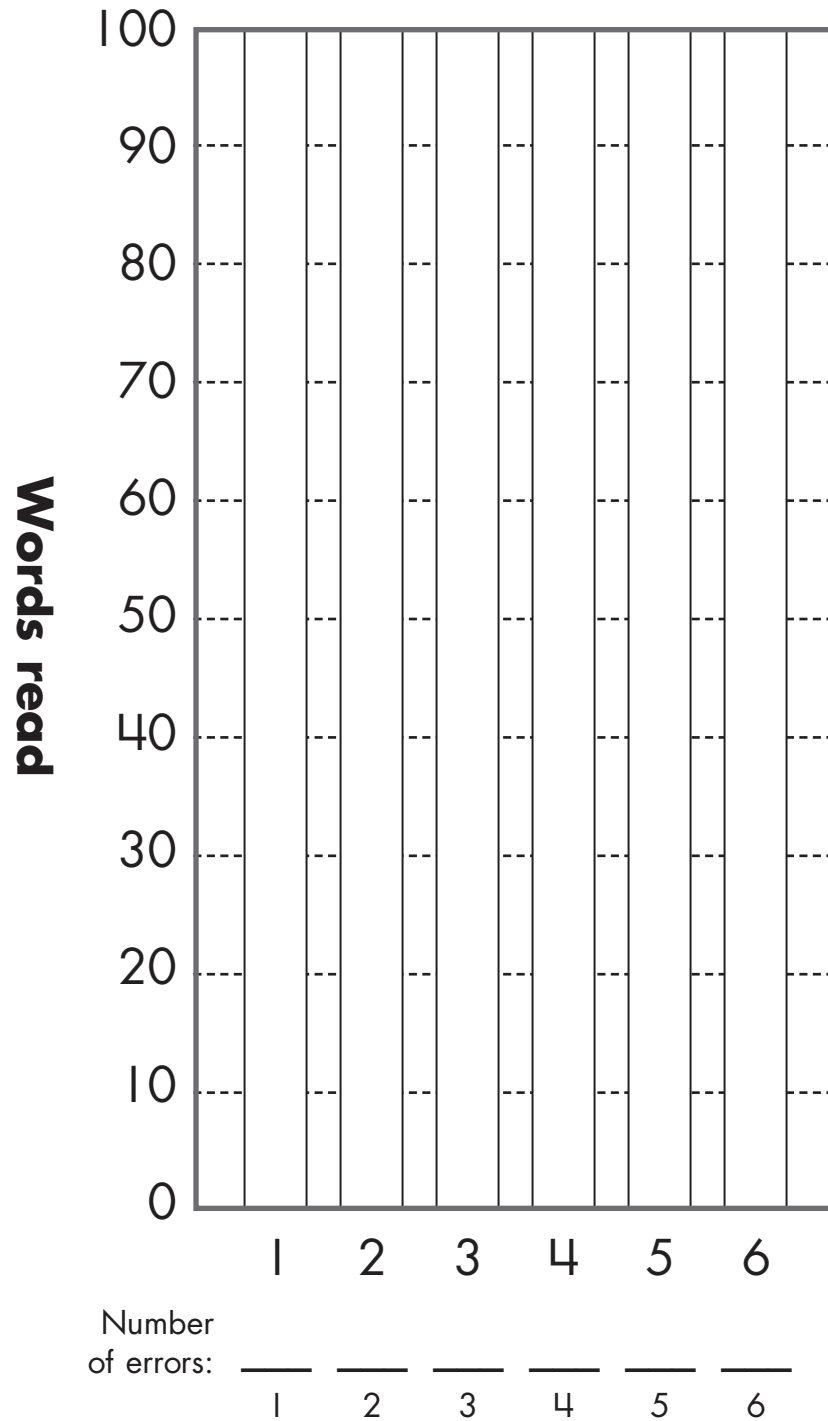


Fluency

Repeated Reading Bar Graph

Lesson H-4

Name _____ Date _____



now

4

me

1

is

1

said

2

I

2

get

3

see

3

was

2

very

2

a

1

they

4

had

3

too

3

will

3

to

1

run

2

Fluency

Game Board

Lesson H-4

